**DATE: March 12 - 16 WEEK: 27 GRADE: First**

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| **TRANSDISCIPLINARY STUDIES DisciplinE-Specific STUDIES**  **Transdisciplinary Theme: Sharing the Planet** | **Subject Area: L2 Diffrentiated Reading** |
| **ACHIEVEMENT INDICATORS:** 1. Understands increasingly complex questions in different contexts.  2. Uses appropriate vocabulary to explain, inquire and compare during classroom activities, conversations and imaginative play in the classroom.  3. Distinguishes ending sounds of words with increasing accuracy. | |

**LEARNING EXPERIENCE**

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| **Duration Lesson** | **Achievement Indicators** | **Learning Engagements**  ( Description of activity, Work to be done, significant questions and instruction given - prompt) | **Materials** | **Comments**  (Differentiation, homework,  visitors, fieldtrips) |
|  | 1  2  1  2 | **Level B. Book: “In the woods”**   1. Introduce an explain how to use reading strategies 6 *(Look for words you know)* and 7*(Get your mouth ready for the sound of the First letter)* 2. Model reading the first page using the strategy and encourage then to read the whole book keeping these strategies in mind. 3. Invite the children to retell the story using the pictures and their own words. 4. Ask them about their favourite part in the story. 5. Explain that sometimes we connect ideas in stories with real life facts, the family in the story went to walk in the woods. Ask if they have done it with their families. 6. Ask: *“What did you like the best in the woods?”* They answer pointing at the pictures in the book   **Level C. Book: “Isabel’s Day”**   1. Introduce an explain how to use reading strategies 7*(Get your mouth ready for the sound of the First letter) and 8 (Think about what comes next and if it makes sense)* 2. Model reading the first page using the strategy and encourage then to read the whole book keeping these strategies in mind. 3. Invite the children to retell the story using the pictures and their own words. 4. Ask them about their favourite part in the story. 5. Encourage children to discuss about their daily activities and the time when they do them.   **Level F. Book: “What do we need?”**   1. Introduce an explain how to use reading strategies 11 *(Look at the end of the word) and 12 (If you don’t know, skip the word, read on to the end of the sentence and reread)* 2. Model reading the first page using the strategy and encourage then to read the whole book keeping these strategies in mind. 3. Invite the children to retell the story using the pictures and their own words. 4. Ask the children to find the questions in the book. Remind them that questions end with a question mark. 5. Look for the answers to these questions and encourage children to take turns reading questions and answers 6. Invite the children to share what they learn from this book   **Level G. Book: “Chin’s Lunch”**   * + - 1. Introduce an explain how to use reading strategies 13 *(Does it sound right?) and 14 (use your strategies)*       2. Model reading the first page using the strategy and encourage then to read the whole book keeping these strategies in mind.   3. Invite the children to retell the story using the pictures and their own words.  4. Ask them about their favourite part in the story. | Differentiated Reading Books:  In the woods, Isabel’s day, What do we need, Chin’s Lunch | Encourage children in tier 3 to use gestures and pictures when participating in the discussions |